

Piner-Olivet Charter School

Piner Olivet
Union School District

School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008



Principal's Message

Piner-Olivet Charter School is a small, nurturing middle school for seventh and eighth graders. Sixth graders may be accepted with a letter of recommendation. Students are divided into four teams with each team having two core subject teachers: one for English/history and one for math/science. Curriculum is standards-based. Students also may take enrichment classes including drama, art, student leadership, computers, guided study, PE, publishing, and robotics. Staff includes one part-time and six full-time teachers, three part-time instructional assistants and assistant principal, and a part-time principal, office manager, and Resource Specialist shared with Jack London School. All teachers are fully credentialed.

Special services include a Resource Specialist, speech, and counseling; extended school year classes are offered after school as needed and during the summer.

Piner-Olivet Charter School is housed on the Jack London Elementary campus. It has five full classrooms clustered in their own area and uses one of the classrooms at Jack London Elementary. The Charter School shares the gym, computer lab, food services, office, and playground and field area of the Jack London School. There are plans to add to the Charter School classroom grouping one full-sized classroom, one small classroom, and student bathrooms.

Mission Statement: The community of Piner-Olivet Charter School is committed to providing a positive learning environment where students are encouraged to pursue the most challenging level of academic study possible, based on individual abilities. Students, parents, and staff work closely together to model and encourage lifelong learning—our goal being the development of confident, creative students who are capable of higher levels of thinking. We believe each student has talents to contribute to the community and our purpose is to build a supportive, nurturing atmosphere where students are given the opportunity to explore, recognize, and respect their talents and responsibilities. We are committed to helping students identify their impact and contributions within the school and the community at large.

Parental Involvement

Parental involvement is an integral part of the Piner-Olivet Charter School charter with thirty hours of parent participation required per student family per year. Participation is possible in a variety of ways during the school and after hours: in the classrooms and office, on field trips, as chaperones and fundraisers, by coaching, and on campus work days and projects. There are also opportunities to participate in the Parent Club and serve on the Executive Committee and various committees that evolve from those groups.

For more information on how to become involved, contact Diana Drew-Ingham, Principal, at (707) 522-3310.

***"Nothing is ever
discovered by traveling the same road."***



Piner-Olivet Charter School

Grades 7-8
2707 Francisco Ave.
Santa Rosa, CA 95403-1869
Phone: (707) 522-3310
Website: www.pousd.org

District Governing Board Members

Mardi Hinton,
President

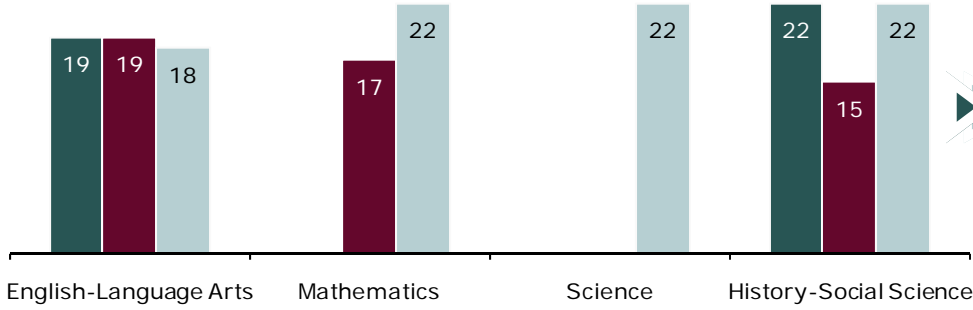
Lisa Anderson,
Vice President

William Campbell,
Clerk

Melinda Ryan

Tricia Woods



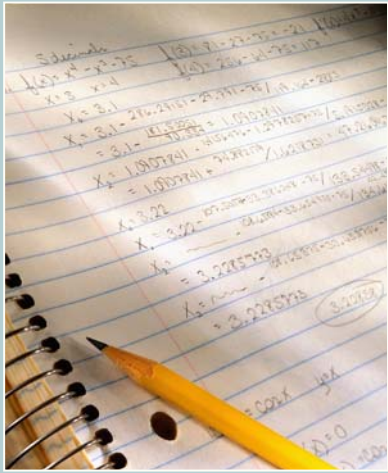


Class Size

The adjacent chart displays the three-year data for average class size.

04-05 05-06 06-07

Class Size Distribution — Number of Classrooms By Size									
Subject	2004-05			2005-06			2006-07		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	1	5		1	5		5	3	
Mathematics	1	5		1	5		5	3	
Science	1	5		1	5		5	3	
History-Social Science	1	5		1	5		5	3	

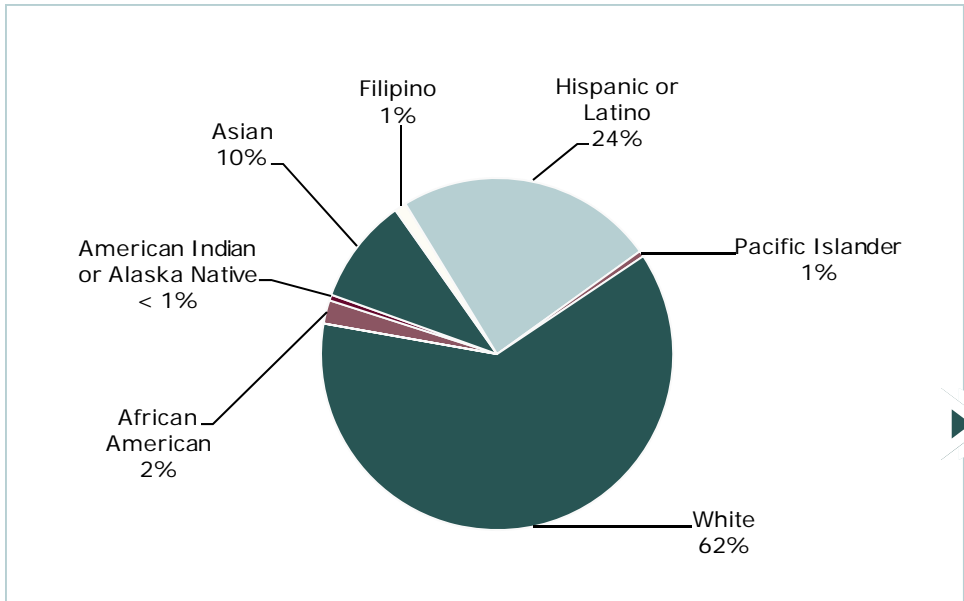


School Safety

Piner-Olivet Charter School has a Comprehensive School Safety Plan in place in coordination with Jack London School. The Plan includes elements that address general procedures and emergency situations.

It assures the safety of students and staff in case of any routine or disaster emergency situation. It includes a communication plan with the District office and other District schools.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in February, 2008.



Enrollment and Demographics

The total enrollment was 185 students for the 2006-07 school year.



Textbooks and Instructional Materials

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
Reading/Language Arts	Great Source	1999
Reading/Language Arts	Holt	2004
Reading/Language Arts	Selected novels	—
Mathematics	Saxon	2001
Mathematics	Glencoe	1997
Science	Prentice Hall	1997
History-Social Science	Teacher's Curriculum Institute (TCI)	2006
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
English-Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	

Note: This data was most recently collected and verified in August, 2007.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.2	925:1

Professional Development

The district provides training based on identified goals for district staff which include:

- Differentiated Instruction and Universal Access
- Training to support adopted instructional materials
- Training to provide teachers with certification and skills necessary to work with English Language Learners
- A group of teachers is participating in Thinking Maps training
- Teachers participate in regular district and grade level meetings
- New teachers participate in the BTSA program through Sonoma County Office of Education
- All staff regularly take courses in First Aid and CPR

Other professional development opportunities are considered on an individual basis or related to school /district priorities and goals. For the previous three school years, we had more than three days each year dedicated to staff and professional development.

Textbooks and Instructional Materials

The Piner-Olivet Union School District adopts from the most recent State-approved textbook list. All materials align with the content standards and cycles of the curriculum frameworks, adopted by the State Board of Education. Every student in the District has access to his or her own textbooks and instructional materials.

The Governing Board recognizes that student learning is enhanced when students have access to high-quality textbooks, equipment, and other instructional materials. To assure access, the District follows a selection process that includes a thorough review of approved materials, committee recommendation, public display, and Governing Board approval for all textbooks and instructional materials. We are currently in the process of securing standards-based instructional materials for Visual & Performing Arts classes.

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 1.0*
- Social Worker 0.0
- Nurse 1.0*
- Speech/Language/Hearing Specialist 1.0*
- Resource Specialist (non-teaching) 1.0*
- Other 0.0

* District support staff



School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site facilities inspection and completion date of the inspection form occurred in August, 2007.

Suspensions and Expulsions

Suspension and Expulsion Rates						
	Piner-Olivet CS			POUSD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	◆	◆	◆	0.0%	3.1%	5.4%
Expulsion Rate	◆	◆	◆	0.0%	0.0%	0.0%

◆ Information not available.

School Facilities

Piner-Olivet Charter School is housed on the Jack London Elementary campus. It has five full classrooms clustered in their own area and uses three Jack London Elementary classrooms. The Charter School shares the gym, computer lab, food services, office, and playground and field area of the Jack London School. There are plans to add two classrooms and student bathrooms to the Charter School classroom grouping.

There are two custodians. One works from 6:30 AM – 2:30 PM and the other works 1:00 PM. – 8:30 PM. All classrooms, school buildings, and restrooms are cleaned regularly and are in good repair. School grounds are cleaned and maintained regularly.

Student supervision is provided from 30 minutes before school starts and 20 minutes after school ends. All students are required to stay in supervised areas once they arrive before school starts. They are required to wait for their parents after school in a common supervised area as well.

The school site was built in 2002-03 and opened for the 2003-04 school year. The Charter classrooms are modular classrooms that are 12 years old and moved to this site.

A lunch cover will be completed in January 2008 for protection from the sun. The Charter School has a modernization project that has been approved for two classrooms and a set of student bathrooms. Those facilities should be ready for use for the 2008-09 school year.

Suspensions and Expulsions

The adjacent table shows the rate of suspensions and expulsions for the most recent three-year period.



California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Piner-Olivet CS			POUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	59%	65%	68%	50%	52%	51%	40%	42%	43%
Mathematics	65%	67%	64%	55%	58%	55%	38%	40%	40%
Science	*	50%	43%	30%	40%	37%	27%	35%	38%
History-Social Science	44%	40%	44%	41%	35%	29%	32%	33%	33%

* The science portion of the CST was administered for the first time to 8th graders in 2005-06.

CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Subgroup	Spring 2007 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	62%	65%	51%	53%
Female	74%	63%	37%	37%
Economically Disadvantaged	46%	54%	33%	12%
English Learners	31%	40%	14%	14%
Students with Disabilities	15%	31%	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	71%	83%	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	52%	48%	31%	31%
Pacific Islander	❖	❖	❖	❖
White	73%	67%	48%	45%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests

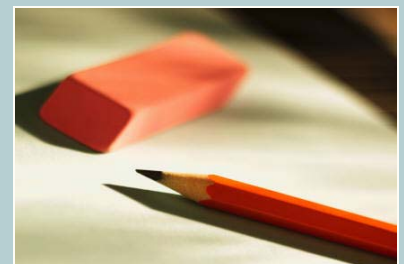
For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 who completed a Standards-based science course and/or history-social science course were given additional exams.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.





Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Piner-Olivet CS	69%	73%	66%	73%	84%	77%
POUSD	53%	51%	51%	62%	63%	64%
California	41%	42%	42%	52%	53%	53%



Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
	Spring 2007 Results	
Subgroup	Reading	Mathematics
Male	57%	74%
Female	75%	79%
Economically Disadvantaged	39%	48%
English Learners	31%	31%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	82%	64%
Filipino	❖	❖
Hispanic or Latino	38%	58%
Pacific Islander	❖	❖
White	76%	89%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 18.3% of students in the fifth grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.





Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Piner-Olivet CS		POUSD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	10	9	9
Similar Schools API Rank	10	10	10

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	-14	47	-30	826
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	13	28	-41	835
Socioeconomically Disadvantaged	■	■	■	■
English Learners	✧	■	■	■
Students with Disabilities	✧	■	■	■

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Testing Note: Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



Teacher Qualifications

The table below shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	POUSD	Piner-Olivet CS		
Teachers	2006-07	04-05	05-06	06-07
With Full Credential	94	6	7	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0
		05-06	06-07	07-08*
Teacher Misassignments of English Learners— English Language Learner (ELL) teachers without ELL certification		0	0	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions— teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Most current data.



No Child Left Behind Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Piner-Olivet CS	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Types of Services Funded

The District provides programs and supplemental services that support and assist students including Title I, Title II, Title III, Title IV, Peer Assistance & Review, Gifted & Talented Program, Class Size Reduction, and English Language Acquisition Program.

Public Internet Access

Computers with Internet access are available for student use at each school library; for information on usage of the school library, please contact the school. For information on usage of Sonoma County public libraries, including public use of computers with Internet access, please call (707) 545-0831 or visit <http://www.sonoma.lib.ca.us/>.





Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Piner-Olivet CS	POUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

✧ Not applicable.

Financial Information

The data displayed is from the 2005-06 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	POUSD	Similar Sized District
Beginning Teacher Salary	\$38,794	\$38,159
Mid-Range Teacher Salary	\$54,130	\$59,148
Highest Teacher Salary	\$78,143	\$73,514
Average Principal Salary	\$81,231	\$91,903
Superintendent Salary	\$135,192	\$132,994
% of Budget for Teacher Salaries	43%	42%
% of Budget for Administrative Salaries	6%	6%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Piner-Olivet CS	\$5465	\$122	\$5,343	\$50,203
POUSD			\$3,918	\$60,199
California			\$4,943	\$58,519
% Difference Between School and District			27%	-20%
% Difference Between School and California			8%	-17%



SARC—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

All data accurate as of January 14, 2008.